

ANNUAL REPORT

1974 - 1975



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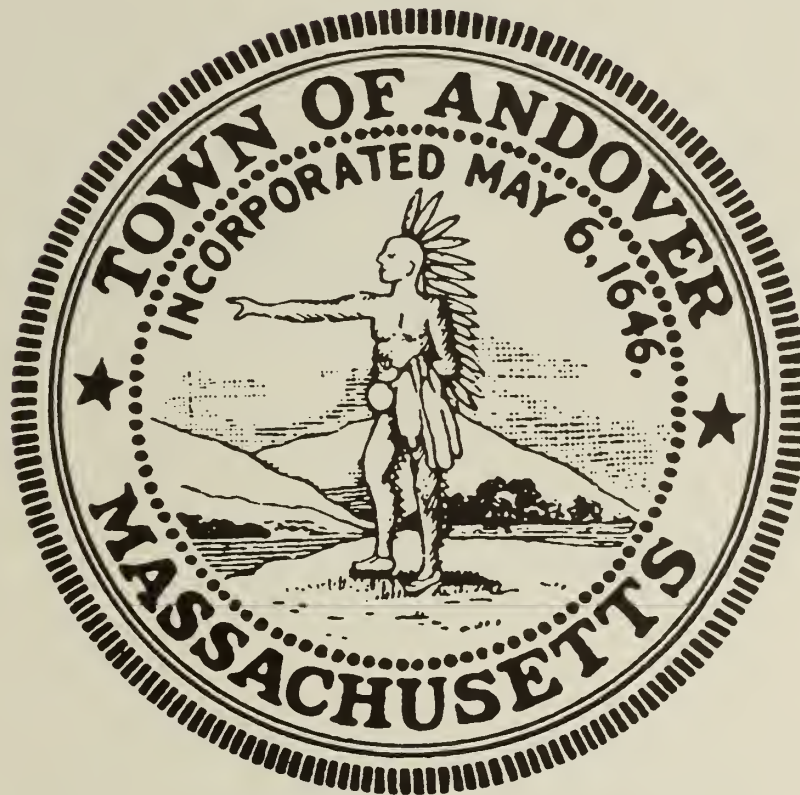
Andover Room
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ANNUAL REPORT

1974 - 1975

OF THE SCHOOL COMMITTEE

TOWN OF ANDOVER MASSACHUSETTS





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SCHOOL COMMITTEE

	Date First Election	Term Expires
Dr. Francis E. Grieggs, Jr., Chairman 211 Haggetts Pond Road	1971	1977
Dr. David Ahouse 175 High Plain Road	March, 1975	1976
Mr. William Lane 154 High Plain Road	1972	1975
Mr. John Lyons 5 Rennie Drive	1973	Res. June, 1975
Mr. George Oleson, Jr. 2 Joseph Street	1974	1977
Mrs. Elaine Viehmann 35 Lucerne Drive	1975	1978
Mr. William Washburn 5 Nutmeg Lane	November, 1974	1975
Mr. John Wragg 10 Standish Circle	1973	Res. Sept., 1974

SCHOOL COMMITTEE MEETINGS

The first and third Tuesday of each month at 7:30 p.m.

SUPERINTENDENT OF SCHOOLS

Dr. Kenneth R. Seifert	16 Ivy Lane
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ASSOCIATE SUPERINTENDENT OF SCHOOLS

Dr. Harry Westcott (App. Aug., 1974)	25 Burton Farm Drive
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BUSINESS MANAGER

Mr. Edward Weil (Res. March, 1975)	11 Ivy Lane
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PERSONNEL MANAGER

Mr. Robert Olsson
(App. February, 1975)

56 Pamela Lane, Amesbury

TRUSTEES OF PUNCHARD FREE SCHOOL

President: Rev. J. Edison Pike
Secretary-Treasurer: Harry Sellars

Rev. J. Everett Bodøe
Mr. Arthur W. Cole
Mr. Fred W. Doyle

Rev. Otis Maxfield
Dr. William V. Emmons
Mr. Malcolm J. Ruhl

SCHOOL PHYSICIAN

Dr. John J. McArdle, Jr.

47 Central Street

SCHOOL VISUAL CONSULTANT

Dr. William V. Emmons
(Res. June, 1975)

9 Locke Street

SCHOOL CALENDAR FOR SCHOOL YEAR 1975-76

September 4, 1975	Thursday	Fall sessions begin
November 26-28, 1975	Wednesday noon-Friday	Thanksgiving recess
December 1, 1975	Monday	School re-opens
December 24-26, 1975	Wednesday-Friday	Christmas vacation
December 29, 1975 - January 2, 1976	Monday-Friday	
January 5, 1976	Monday	School re-opens
February 16-20, 1976	Monday-Friday	Vacation
February 23, 1976	Monday	School re-opens
April 19-23, 1976	Monday-Friday	Vacation
April 26, 1976	Monday	School re-opens
June 22, 1976	Tuesday	School closes at noon for the year

SCHOOL CANCELLATIONS

1. It will be the policy of the School Department to close school only in case of extreme weather or travel conditions; otherwise, to hold regular sessions.

PARENTS ARE URGED WHEN SCHOOLS ARE OPEN ON STORMY DAYS TO DECIDE AS TO THE WISDOM OF SENDING THEIR CHILDREN TO SCHOOL.

2. Announcements canceling school sessions will be made over radio stations WBZ, WLLH, WCCM, and WHDH as a minimum.

ENTRANCE REQUIREMENTS FOR STUDENTS

1. Children entering kindergarten must be five years old on or before January 1 of the current school year.
2. A physical examination by the family physician before admission is required of all students.
3. A copy of the student's birth certificate is required before admission.
4. First Grade - to be admitted to the first grade, a child must be six years of age on or before January 1 of the current school year or have successfully completed the kindergarten year.

ANDOVER PUBLIC SCHOOLS Enrollment for January 6, 1975

<u>School</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>S.E.</u>	<u>Total</u>
Bancroft	56	68	70	80	91	86	98							4	553
Doherty	67	66	85	78	82	109	107								594
Sanborn	58	51	66	79	78	90	85								507
Shawsheen	49	47	56	51	56	55	54								368
South	78	73	65	75	84	89	79								543
West Ele.	90	89	115	114	123	135	144							31	841
East Jr.								269	249	250				14	782
West Jr.								286	277	279					842
High School											508	495	451		1454
	398	394	457	477	514	564	567	555	526	529	508	495	451	49	6484

Elementary	3406	January 2, 1974	
Secondary	3078	Elementary	3383
	6484	Secondary	2993
			6376

A REPORT FROM THE MEMBERS OF THE SCHOOL COMMITTEE

Francis E. Griqqs, Jr., Chairman

The past year has been another year of controversy and crisis for the School Committee and of sound academic achievement for the children of Andover. The increased emphasis on the basic skills throughout the curriculum continues to be reflected in increasing scores on Standarized Tests. The School Department developed tests to be administrated to the 3rd, 6th, and 9th grades which will be given this Spring to serve as a check on the results attained in the National Standardized Tests. The Committee is currently in the process of reviewing the math and English curriculum and will be reviewing the science and social studies areas in the near future. The intent of the review is to determine if the curriculum goals of these programs are consistent with the educational expectations of the Town. It should be pointed out that the continued decline of Andover High School students on the College Boards and Achievement Tests triggered this review. In the academic area the Committee is pleased with the directions and progress being made by the system.

In the area of controversy, the Committee has seen the resignation of another member and appointment of his substitute, a law suit charging violation of Civil Rights against three members of the Committee and finally an all-out PR campaign by the teachers' union to bring pressure to bear on the School Committee during negotiations. The so-called "work action" by the teachers' union effectively deprived our children of the opportunity to maximize their educational achievement during this academic year. This increasing militancy by the teachers' union is, in my opinion, a sign of things to come in the future. In the past the Committee and the professional staff interpreted the contract as a minimal level of performance and commitment to education. The current leadership of the local, state and national teachers' union consider it to be the maximum required commitment. The success that the teachers' union had this year in negotiations will surely encourage them to be even more militant in the next round of negotiations. I wish I could paint a better picture of future relations between the Committee and the teachers' union. I feel however, that any other appraisal than the one I have given would be pie-in-the-sky wishful thinking.

The Committee is continuing to devote a considerable amount of time to the study of the secondary school population bulge. It is my opinion that the extent of overcrowding now and in the future will be minimal and can surely be handled within the existing physical plant. For instance, I don't believe that we will have more than 1600 students in our High School in the next five years. With a capacity of 1500 it appears that we have a minor problem which can be solved with a minimal expansion program within the physical stucture of the High School.

The Budget for the school department continues to rise even with a freeze on new personnel. Next year for instance, the same teachers that we have in the system this year will cost us an additional \$750,000. The other increases in the budget have been minimal. We had been expecting the worst from the State on reimbursements, but were pleasantly surprised when the "Cherry Sheet" came in with an increase over last year. This coupled with a significant amount of money in free cash should keep the increase in the school portion of the tax rate to less than \$1.00 per thousand.

The plans for the elementary schools traditional alternative are nearing completion and it now looks like we will be opening with ten classrooms at West Elementary in the Fall. We would like to take this opportunity to thank all those parents, administrators, and teachers who have participated in the planning for this program.

In conclusion, I would say that your schools are a better place in which to learn than they were last year. I hope to be able to say the same thing again next year, when I report to you for my sixth and final time.

George F. Olesen, Jr.

Despite the traumatic experiences this past year, the Andover public school system has made progress.

The following are some of the reasons for the progress and also some examples of achievement.

The most important reasons are:

- a. Two important administrative appointments.
- b. New School Committee written policy that emphasized uniformity and consistency in application.

The more important examples of achievement are:

- a. Standardize testing results in elementary grades.
- b. The school portion of your tax rate has dropped.

Let's go back and see why.

The two important administrative appointments are Harry Westcott and Wilbur Hixon.

The appointment of Harry Westcott as Associate Superintendent brought to Andover a man who has been a Superintendent in other school systems and who could look at our system objectively without feeling he had to "rubber stamp" what had happened to the Andover school system in the past few years.

Harry, very quietly and effectively got to know the system and made changes.

The appointment of Wilbur Hixon as Assistant Principal in our High School was a major turn of direction. Mr. Hixon, unlike Harry Westcott, had many years of experience in Andover both as coach and teacher. Mr. Hixon's appointment gave to Mr. Wormwood, the principal, and those dedicated teachers the support to direct the High School back on a course of discipline of academic effort and conduct.

These two appointments rewarded the patience and dedication of our long time teachers who have been looking for this kind of direction "Excellence in Education".

Another reason for our progress has been the efforts of your School Committee to formulate a written policy.

Two good examples of policies are:

1. The Homework Policy.
2. The Policy on Evaluation of Personnel and Curriculum.

The Homework Policy being enacted is to the credit of former School Committeeman, John Lyons. Although some administrators fought the School Committee in adopting this policy John's efforts finally achieved this policy. Although there are still some who are resisting and abusing this policy, most parents have expressed pleasure in its adoption.

The policy on evaluation took a long time to accomplish, but we now have a written policy that requires every teacher regardless whether they have tenure or not to be evaluated every three years. This will give the Associate Superintendent and the principals the support to achieve better academic performance.

These policies like others adopted have attempted to demonstrate uniformity and consistency in order that all will be treated equally - teachers, children, parents and taxpayers.

The examples of education achievement can be best shown in testing results.

Through the standardize testing results of 1971, 1972, 1973 of the Andover Public Schools, it was apparent change was in order. The testing results this school year showed definite improvement which was the result of a lot of hard work by many people.

Finally, but probably most important, with all this increase in educational achievement, it has been done with a firm control on educational expenditures. Please notice on your tax bill that the School portion of your tax bill has been reduced from \$34.00 to \$28.80 per thousand.

In closing it should be noted that a majority of your School Committee has been the target of media criticism for the abrupt way it attempted to change the educational direction of the Andover Public Schools. In retrospect, we (John Lyons, John Wragg and myself) might have attempted too much too quickly, but the need was there.

The future can hold continued progress if the people of Andover through their elected School Committee want it to.

David R. Ahouse

This past year on the Andover School Committee (my first) has been one of learning and doing; learning about the many components which comprise our school system and being involved in specific committee tasks. It has covered the whole range of emotional experiences. I feel several of this year's accomplishments should be noted.

First are the elementary achievement scores. The results for the 1974-75 academic year showed marked improvement over previous years, and in some instances attained maximum scores on a grade average basis. While test scores are certainly not the only measure of a curriculum's success, they are encouraging for two reasons. First, they demonstrate an elementary curriculum which I believe has developed a proper emphasis on basic skills within our individualized instruction format. Second, they are a clear indication of the outstanding capabilities of Andover's professional staff.

A second area is the ongoing development of an internal assessment program. This program will provide a means for evaluating specific aspects of curriculum performance, a means for improving K-12 articulation (continuity of curriculum) and another means of determining each student's level of achievement. This program is being developed by the Andover staff and consists of material specifically related to our curriculum, differentiating it from the standardized achievement tests. This program is in the pilot stages and should be ready for system wide implementation next year.

A third area is the implementation of a traditional program. This alternative teaching tool should enable the system to even better respond to the varying needs of our students. It is an area which, to date, has received the full support and help of the administrative and professional staff. The committee looks forward to the smooth implementation of this program in the fall.

There are several clearly identifiable issues in the future with which the committee will deal. These are: satisfactorily addressing the secondary enrollment situation, developing a long range maintenance schedule, refining the budget process, and continuing our curriculum evaluation.

A key issue however, is a decision which the committee and town must make with regard to the general direction of the Andover School System. Over the next several years, even more so than in the past, the trade offs between programs and costs will become increasingly more important. While minimizing cost, growth is an essential goal, specific standards of educational excellence will cost money to maintain. In the past, Andover has been willing to pay for this quality, demanding in return a measure of accountability. It is my desire to maintain those goals of educational excellence and to make those decisions necessary to achieve them. This does not include a system overflowing with extras or frills, but a system which properly prepares Andover children for life in a competitive society, whether their education terminates in Andover or is continued elsewhere.

Elaine F. Viehmann

The Andover School Committee continues to be characterized by changing dominance and turmoil. It is only human to see the past year in terms of conflict; rather like concentrating on the potholes in our spring roads. But the road does go on despite the potholes, and only by concentrating on its progression can we see the committee truly at work. It is hoped that the readers of this report will look long at the progress rather than the problems.

Two major problems occupied us this year. First the time-consuming and divisive process of negotiating the teacher contract. I have commented in other areas about my concerns for the source and elimination of the divisiveness and can only reiterate that we must build within the school system a sense of community and concern. I have faith that our mutuality of concern for children and education is still our strongest asset and that we can rebuild our relationship on this.

Our second major problem has been the search for a feasible solution to the secondary population bulge. A thorough review of the demographic information and school capacities leaves no doubt as to the authenticity of this problem. The difficulty comes in an attempt to see beyond the next 3-5 years. Then demography becomes less reliable and the national financial situation and building trends become increasingly difficult to forecast. The committee has accepted the assessment that the problem is immediate and short-lived. We see alleviation in the mid-80's and hesitate to consider expensive, long-range solutions to intense, short-range problems.

A thorough review of recommendations for housing the student increase has affirmed the impossibility of coping by reorganizing within our present buildings. The addition of portable classrooms, probably the most temporary and least expensive solution, has been discarded as undesirable. All other solutions are more expensive as they involve providing new space. These run the gamut from constructing extra rooms at the High School in undeveloped space, to buying and remodeling Sacred Heart School. One is too little, the other too expensive. After a year of study there is no clear, satisfactory solution to our problem. My concern is for the student now crowded in the High School. Programs, attitudes and morale suffer under the limitations of overcrowding, and these young people are feeling the brunt of our difficulties. The committee is well aware of the intensity of this problem and is continually working on it. This is an area of immediate priority so that we may make recommendations to the town as soon as possible.

By adopting a new approach to budgeting, the committee has more clearly established its policy-making function. Dollar limits have been established in general expense accounts with the responsibility for allocation to the detail accounts given to the administration. This places program responsibility and budgeting in alignment rather than in opposition.

A long-range planning sub-committee on budgeting was established this year and will continue it's long range function after the present budget is completed. Long range planning in all areas remains a critical need for Andover especially in programming and scheduling building maintenance. Outside consulting services will be used to develop a maintenance overview which we can incorporate in future planning.

The institution of the traditional alternative in our elementary system has been a landmark decision. It reflects a response to careful study as well as to community concerns. With the understanding that children's needs differ and that a child learns best in a climate most nearly approaching his needs, Andover will offer one traditional and three levels of contemporary programs next September.

New staff evaluation procedures have been adopted involving goal setting, observation and review. The procedure provides for annual evaluation of tenured teachers and semi-annual review of non-tenured teachers.

The committee is presently reviewing language arts and mathematics curriculums. Both now provide increased time for reinforcement of basic skills, plus careful program review, reassessment and modification. I heartily endorse continuous program assessment as the most meaningful approach for providing the best for Andover's students.

Finally, a personal comment. This first year of participation on the committee has been one of learning and growth for me. I am grateful to those members of the community who supply me with meaningful input about their joys and concerns in our schools. Most of all I am grateful to the staff of the Andover Schools for the hours they have spent preparing material for committee information and answering my questions.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

Dr. Kenneth R. Seifert

Rather than discuss achievement results, tax rates, and accountability, I thought I would share some thoughts with you concerning the future of education in Andover.

In the past decade, Andover students have been on an educational merry-go-round. Community thought dictated continuous progress from 1967 to 1973. From 1973 to the present we have been told the community has a desire for a more structured approach to education with greater standardization at each grade level.

During both periods of time the Andover educators addressed themselves to the task and performed well. I believe this has always been the case. Educators may have ideas on where the schools should be headed but when the policy is passed, that is what we will do, and we will do it well.

In 1965 the town voted a high school for 1200 with the thought that an addition would follow. In 1971 a high school addition was proposed and defeated. A year later, staggered schedules were studied and deemed not appropriate. Some people feel the population will decline, others say we will have a population of 40,000 by 1985. Portable classrooms were considered and rejected. We are presently studying the availability of more space in a high school designed for 1200 that must accommodate a present student body of 1500.

The school committee has been receiving a great deal of pressure from those who believe we should acquire the Sacred Heart School for a short term solution.

As Superintendent of Schools, I don't believe that renovating the American Woolen Company Administration Building at great expense is an answer to our problem. Any superintendent worth his salt knows that "temporary facilities" too often become permanent fixtures. I don't believe the site is what the Andover community desires for a school for the next forty years.

Where are we headed? Educators have recommendations but the town must decide and commit itself to a plan of action. My proposal for the future of education in our town involves two stages running simultaneously. The Selectmen, School Committee, Planning Committee, and Finance Committee should meet and give the town a sense of direction for the decade ahead. They should report to the town meeting in the Spring of 1977. Articles in the warrant should relate to a financial and quality of life plan so we know where we are headed.

For the remainder of this school year, the School Committee should study buildings, programs and dollars. The public should be well informed and should provide input to the committee. The staff will make recommendations. At the conclusion of this process, the School Committee should decide the direction and we should then proceed. I would recommend this as an annual process. It will reduce vested interests and provide an opportunity for those who are concerned to have a voice in shaping the future. This is what Andover needs -- a direction for the future.

REPORT OF THE ASSOCIATE SUPERINTENDENT

Dr. Harry S. Westcott

The major thrust of activity in Curriculum and Instruction during the past year has been in "monitoring" (keeping track) of students' progress, and providing appropriate activities to insure that every pupil is receiving instruction commensurate with his ability and understanding.

Basics of education -- the so-called "tool subjects" -- have been of particular concern, with math and reading in the position of highest importance. With the contemporary focus on reading skills and math fundamentals, a realistic balance has been established where depth of understanding of principles is combined with maintenance of skills. This is practiced throughout the grades. For example, even seniors in high school are required to complete a math skills maintenance sheet each week.

Before pupils report in September, each grade is broken into three sections; those who are doing their school work at an average level; those who do superior work; and those for whom efforts need to be increased to achieve success. Teachers then use this information to tailor their teaching and assignments to the three groups. As students move through the first quarter, their class work, home study, and tests are watched very closely to insure that correct placement has been made and changes occur where indicated.

Complete records on each child are maintained in all subjects in which progress through the curriculum is recorded continuously. Pupils whose work falls below expectations that have been established for them individually are given a closer look to determine what problems may exist. For example, a child in elementary school whom the teachers feel is capable of proceeding through ten levels of the Andover Reading Program by grade 6, but who seems to be working so slowly that he won't finish before he completes the sixth grade, will receive special attention and even tutoring where necessary. Similarly, a high school student assigned to level 3, a college preparatory group, who appears to be capturing straight "A" in all his subjects, would be scrutinized as a candidate for transfer into a level 4 group where he would receive greater challenge.

A dual testing experience is used to assess how well children have done in their year's work. The first set of tests given in the spring, and probably the most familiar, are the Achievement Tests, which for the past year and again this year, will be the product of the Educational Testing Service, Princeton, New Jersey. Most parents know them as the "SCAT" (School and College Aptitude Test) and "STEP" (Sequential Tests of Educational Progress).

These tests are given, not only to Andover pupils, but to hundreds of thousands of pupils the length and breadth of the Nation. On Achievement tests, Andover pupils did much better than the average with 60 percent of the rest of the Nation falling below Andover in most subject areas, and up to 90 percent in other areas. It can be said with great confidence that Andover pupils are in the top third in a majority of subjects, based on National Standards.

The other tests that help to show where Andover's students are is a battery of tests developed by local teachers. Curriculum material currently being taught is the basis for tests given to third, sixth, and ninth grade students in math, reading, and English Language ("grammar"). It follows that if Andover's students do well in National achievement tests and do equally well, or better, on local tests given to all students of certain grades, Andover's program is not only doing a good job for the pupils, but is "in step" with what is being done Nationally.

As we look to the future we see in store for us a mandate to maintain what we now have, which is considerable, and make certain improvements. Reality, however, intrudes our dream of doing great things--crowded secondary schools, over-loaded staff, dwindling financial resources, and a variety of pressures from special interest groups cause complete success to become elusive. Despite these limitations, we will strive for vigorous pursuit of coordination, grade to grade, and between schools while we emphasize basics with a view to reversing the College Board Score trend.

REPORT ON THE ACHIEVEMENT TESTING PROGRAM

Andover's achievement testing program is carried out for the main purpose of determining Andover's position, curriculumwise, in relation to the mainstream of education throughout the country. Local norms are determined and used for assessing individual pupils' progress, while National norms are used as the basis for comparison of Andover to National standings.

The Educational Testing Service's tests are used, grades one through nine, and in grade eleven. ETS' Cooperative Primary Test is used in Grades one through three, and the SCAT/STEP tests are used in all other grades tested.

In its goals for 1975-1977, the School Committee established the 60th percentile, National norms, as the target to achieve in all tests at all grade levels. This goal is 92% achieved with the spring, 1975 testing. On the following tables, grades 3, 6, and 8 scores for 1974 and 1975 are recorded. Dashes appearing in grade 3 and 6 columns occur because a different battery was used in 1975 which did not include the same sub-tests as the 1974 battery.

It may be observed, that with one exception in Capitalization and Punctuation at the grade 3 level, 1975 scores exceeded 1974 levels. Such a record can be attributed to enthusiasm and vigor in teaching, coupled with the introduction of new programs in spelling and grammar. Whether a similar performance could be anticipated in future years is problematical. A serious labor relations situation during the 1975-76 school year may have caused some negative indications in scores. This remains to be seen.

An important use of achievement testing results is placement of pupils at junior and senior high entry levels. As a reflection of what students have learned in lower grades, receiving teachers are able to use the test results to great advantage in recommending course placement for the next school year. This however, is only one of a number of factors that are taken into consideration. A pupil's apparent ability, previous school record, attitude as shown by behavior and school work habits, personal preference of pupils and parents, achievement test results, and availability of openings in courses are all regarded as important variables for placement.

Andover schools appear to be producing students that can demonstrate a high level of performance on National tests. A local testing program known as "internal testing" is being developed to reveal particular areas where a student's program could be strengthened.

ACHIEVEMENT TEST RESULTS
1974 and 1975

ELEMENTARY SCHOOL RESULTS

Primary - Grade 3*

<u>SUBTEST</u>	<u>1974</u>	<u>1975</u>
Reading	63%ile	66%ile
Spelling	45	50
Capitalization & Punctuation	69	64
Total Mechanics of Writing	59	61
Word Analysis	67	70
Listening	-	74
Math Concepts	80	-
Math Computation	64	-
Math	-	76

NATIONAL NORM
50%ile

Intermediate - Grade 6**

Reading	84%ile	95%ile
Spelling	42	56
Capitalization & Punctuation	56	82
Total Mechanics of Writing	50	74
Science	71	87
Social Studies	-	83
Math Concepts	68	86
Math Computation	65	76

NATIONAL NORM
50%ile

*Co-operative Primary Tests given with the exception of math, 1974 - Stanford Achievement Test

**STEP II Tests given with the exception of math, 1974 - Stanford Achievement Test

Secondary - Grade 8***

<u>SUBTEST</u>	<u>1974</u>	<u>1975</u>
Reading	76%ile	80%ile
Spelling	69	77
Capitalization & Punctuation	51	79
Total Mechanics of Writing	61	78
Science	75	78
Social Studies	71	78
Math Concepts	64	75
Math Computation	60	76

NATIONAL NORM
50%ile

***STEP II Tests given with the exception of math, 1974 - Stanford Achievement Test.

A REPORT FROM THE PERSONNEL MANAGER

Robert J. Olsson

Having come to the Andover School System in February, for this annual report I am writing as a virtual newcomer both to the Andover Schools and to the field of education. These months have been a most interesting learning experience for me, and as I can only look forward at this time, it is my desire and objective to provide effective personnel management to aid in the efficient and economical operation of our school system.

Reviewing some annual reports from past years, I noted that personnel changes which occurred during the year were listed in the Annual Report. Since this information had been published before, I know the practice has been discontinued; however, I think it worthy perhaps as a small tribute and a final thank you to note again those people who have retired from the Andover School System this year.

Elwyn Davis	High School	Biology	8 years' service
Joseph Hastings	West Jr. High	Jr. Custodian	19 years' service
Martha Howe	Shawsheen	Grade 1	29 years' service
Roland Masse	Doherty	Jr. Custodian	11 years' service
Leslie Pilgrim	Shawsheen	Jr. Custodian	4 years' service
Marqaret Sawyer	Bancroft	Primary	9 years' service
Evelyn Sullivan	Bancroft	Special Needs	9 years' service
Marqaret VanDewoestine	East Jr. High	Reading	15 years' service

A REPORT FROM THE BUSINESS OFFICE

Samuel S. Arcidy

The 1974-75 budget year was the beginning of preparing the school budget for an actual fiscal year rather than a calendar year period. The previous 18 month transitional budget covered part of a calendar year in order to facilitate the conversion to a fiscal year cycle for budgetary and financial reporting purposes. We ended this particular budget year with a surplus of approximately \$40,000 in the expense portion of the budget, which was returned to the Town's general fund.

Since approximately 20% of the total school budget is spent for supportive services, it is extremely important that every effort is made to ensure that recent pressures from spiraling inflation, increased State and Federal Programs and possible reductions in reimbursements do not significantly reduce expenditures for direct educational programs. In some instances, this is difficult when certain costs are somewhat beyond everyone's control.

During this year, the School Department was responsible for implementation of Chapter 766, the State mandated program for students with special needs. Increased expenditures were experienced for educational programs, however, special needs transportation costs were reduced by approximately \$10,000 from the previous year. This reduction resulted as a consequence of competitive bidding, greater utilization of collaborative transportation arrangements and the development of many local programs for these students. As a reference point, the yearly transportation costs are approximately \$50.00 per child for regular school bus transportation, \$200.00 and \$1,000.00 per child respectively for in-town and out-of-town special needs transportation. It is obvious that substantial transportation savings result from regional collaboratives on the local level. Regular, kindergarten and late bus costs were stabilized even though transportation expenses increased dramatically. The advent of the five year contract made it possible for the bus contractors to amortize expenses over a longer period of time; consequently, the average contract cost per bus was reduced from \$8,700 to \$8,400 per year during the recent bidding cycle. The School Committee directive to stimulate bidding on kindergarten and late bus routes was significant in achieving this stabilization.

The contract period for the Driver Training Program was similarly extended through the efforts of Andover's State Representative and the Andover School Department. Extension of the contract period from one to three years provided needed course continuity for the students and the opportunity needed by the contractor to prorate costs. Although the cost per student increased slightly, the additional two year extension on the contract will curtail further increases that usually result from yearly bidding on contracts.

Maximum cost advantages were also sought by increased utilization of the State Bid list. This list allows political subdivisions of the Commonwealth the ability to purchase supplies, materials and equipment from certified vendors based on the results of competitive bids received by the State Purchasing Agent. The benefits of quantity purchases are available to the School Department without an investment

in expensive inventories that require valuable space.

Increasing the scope of the maintenance coverage in the school system also aided in stretching available resources. Previously, four schools were covered under a maintenance contract for \$45,000. Since all schools require similar types of maintenance for heating and air conditioning, the contract was subsequently extended to all schools for an additional \$11,000. As the demand for increased energy conservation becomes apparent throughout the school system, more study is needed to determine what new approaches in this complex area will produce the maximum return on investment for the dollar spent.

The Town continues to remain eligible for Public Law 874 funds. This law subsidizes local communities provided a certain percentage of parents with children in the school system are employed by the Federal Government. Even though Andover has consistently met the requirements, the percent margin of eligibility has been decreasing for the past several years. In addition, the Federal Government has altered the reimbursement formula in certain categories which will result in a reduction of funds received under this program.

There is little doubt that recent events have made us more aware of the need to conserve valuable resources. As the cost of these resources increase or perhaps become less available, every effort must be pursued to maximize their efficient usage.

FINANCIAL STATEMENT

July 1, 1974 - June 30, 1975

ACCOUNT TITLES	SALARIES*	EXPENSES	TOTAL EXPENDED
1000 Central Office	\$ 152,392.53	\$ 61,130.35	\$ 213,522.88
2100 Supervision	95,934.92	000.00	95,934.92
2200 Principals	369,387.82	19,109.34	388,497.16
2300 Teaching	4,930,518.76	389,766.69	5,320,285.45
2500 Library	175,438.70	41,348.18	216,786.88
2600 Audio Visual	13,997.00	19,969.72	33,966.72
2700 Guidance	259,739.51	24,717.08	284,456.59
3100 Attendance Officer	1,000.00	000.00	1,000.00
3200 Health Services	63,486.68	5,693.84	69,180.52
3300 Pupil Transportation	000.00	279,278.96	279,278.96
3400 Food Services	10,000.00	000.00	10,000.00
3500 Student Body Activity	000.00	83,174.25	83,174.25
4100 Operation of Plant	387,433.05	330,248.67	717,681.72
4200 Maintenance of Grounds	18,142.04	2,100.19	20,242.23
4220 Maintenance of Buildings	000.00	197,600.47	197,600.47
4230 Maintenance of Equipment	000.00	4,232.91	4,232.91
4240 Replacement of Equipment	000.00	3,812.22	3,812.22
5000 Fixed Charges	000.00	68,679.63	68,679.63
6000 Community Services	000.00	20,000.00	20,000.00
7000 Acquisition of Fixed Assets	000.00	59,255.96	59,255.96
9000 Programs with Other Systems	000.00	29,458.37	29,458.37
Total Expenditures	\$ 6,477,471.01	\$ 1,639,576.83	\$ 8,117,047.84
Appropriated	6,547,848.00	1,680,352.00	8,228,200.00
Returned to Town	70,376.99	40,931.60**	

* Includes deferred salaries earned during the 1974-75 school year and paid during July and August of 1975.

** Computation of amount returned to the Town in the Expense Budget.

Appropriated \$ 1,680,352.00

Appropriated funds carried forward from 1973-74 53,344.02

Total Available \$ 1,733,696.02

Deduct Total Expenditure 1,639,576.82

Balance 94,119.19

Deduct Amount Carried Forward from 1974-75 to 1975-6 Budget 53,187.53

Returned to the Town \$ 40,931.66

REPORT OF THE PRINCIPAL OF ANDOVER HIGH SCHOOL

Philip F. Wormwood

This year's high school report will describe steps being taken to reinforce the basic skills program in Math and English.

The first step in this process starts with a testing program given to all ninth graders in February. Test results are used to develop tenth grade programs and to place students within these programs. The tests also identify some students as in need of remedial help, and they are scheduled accordingly. Much of the instruction in these classes is individualized since the specific weakness of one student is not necessarily the weakness of another. Individual records of progress are kept, and a student is retained in the basic programs until he tests out. In addition to this, maintenance programs are woven into the elective courses to reduce the forgetting factor. There is sufficient evidence to suggest that students learn a basic skill (such as computing with fractions) but then forget this skill in part or in whole as time goes by. The present procedure in Math is to give every student in every Mathematics class a review lesson once a week to insure retention of basic skills previously learned.

In the English program, all ninth grade students were tested on their basic skills before being programmed for the high school. The test results were used to direct each student into an appropriate selection of courses and to direct the English Department into developing appropriate programs to meet the needs of the incoming students. There was a general increase of emphasis on basic skills in all the English courses. In addition, a study was undertaken to develop a standard English course for all sophomores the following year. This course would be structured for the various levels, but its content would focus upon the communication skills of reading, writing, listening and speaking.

The concept being developed for both English and Math is that the basic skills will be mastered by all students before they are permitted to move into the elective program. Once students enter the elective program, a maintenance program will be implemented to insure the retention of these skills. As has been stated, there is presently sufficient evidence to indicate that part of the problem is the retention of information on basic skills. Thus in developing new programs, a twofold emphasis includes not only the teaching of basics, but the retention of this information through continuing maintenance programs. This means that more time must be allocated to review than previously, but the time given will be well spent if it results in an appreciable improvement in retention.

REPORT OF THE PRINCIPAL OF ANDOVER EAST JUNIOR HIGH SCHOOL

Dr. Richard F. McGrail

The school year 1974-75 started out as a period of adjustment in the face of higher enrollment, the demand for instructional alternatives, and the implementation of Chapter 766, and ended on a note of celebration as the public schools officially opened Andover's Bicentennial celebration. Typical of most of the country, the demands on public school education have become ever greater while the resources become ever more scarce.

The increased enrollment at the East Junior High School, while not reaching crisis proportions, makes it increasingly more difficult to apply any degree of flexibility in grouping and scheduling. Unfortunately, it appears now that this problem will be with us for the next few years. As mentioned above, the difficult aspect of this is that it comes at a time when the demand for alternative methods of instruction has steadily increased. It seems obvious that something will have to go in this situation.

Perhaps the most significant and far reaching happening during 1974-75 was the initial implementation of Public Law 766. This is the law passed by the Massachusetts Legislature dealing with the local responsibility for the education of children with special needs. While I personally believe that this is the most significant piece of legislation relating to public education since the compulsory education law, the implementation of the law has been difficult and will undoubtedly take several years to fully implement. However, it was an idea whose time has come and public school education in Massachusetts will feel its impact for generations to come.

The year ended on a festive note with our own Bicentennial celebration. The format of the Annual Spring Open House was adjusted to fit the East Junior High School theme of "Happy Birthday America." All in all, I believe the evening was a memorable and happy one for the hundreds of people of all ages who joined in the celebration.

REPORT OF THE PRINCIPAL OF ANDOVER WEST JUNIOR HIGH SCHOOL

William E. Hart

The 1974-75 school year was one in which the emphasis centered on monitoring the fourteen school programs and providing alternatives. Each academic subject area developed internal testing instruments during "in service" workshops. The purpose of these assessment instruments was to insure that all students were meeting what we considered essential skills of the program.

The Junior High administered tests to 6th grade students and the High School tested 9th grade students to determine their level of competence and the appropriateness of the Junior High curriculum. The results of these tests were placed in the hands of individual teachers for information and guidance.

The Science Department completed a three-year project on curriculum development. Both junior high schools are moving in tandem in areas of subject matter covered, laboratory activities, testing areas and equipment identification.

The school inaugurated co-educational programs in Industrial Arts, Homemaking, Physical Education prior to the enactment of Chapter 622. Girl's athletic programs have been greatly expanded.

The West Junior High School was awarded a \$36,000. Federal grant to implement the provisions of Chapter 766 utilizing selected high school students to participate as "interns". The English Department was awarded a \$4,000. Massachusetts State grant to fund a program for the gifted and talented students.

The Student Government stirred the conscience of the community with its Fight Against Starvation Today (FAST). Students brought their message to all elementary schools and were successful in collecting over 3000 canned goods and \$1000. to be distributed to the poor.

The school has computerized a number of administrative functions. We have completely computerized student scheduling, report cards, attendance and address labeling. Personnel of Greater Lawrence Vocational School assisted greatly with this conversion.

The Parents Advisory Council produced a pamphlet on "How You Can Help Your Child Get The Most Out of School". The booklet covered the intellectual, and emotional needs of the adolescent. Each parent of a student at West Junior High School was mailed a copy.

An Inter-cultural Exchange was conducted by the foreign language department. Students from Lawrence High School were entertained at lunch and exchanged ideas in the relaxed atmosphere of the decorated school courtyard.

As a part of the schools Bicentennial "kick-off" A.W.J.H.S. had over 2000 visitors at the Spring Open House. Our guests were treated to a Chicken Bar-B-Oue and activities ranging from a re-enactment of the Battle of Bunker Hill to the sinking of a time capsule "to be opened April 19, 2075".

BANCROFT SCHOOL

John A. Coyle, *Principal*

The Bancroft Staff this year refined the grouping patterns to better meet the learning styles of the students. The high, medium, and low learner structures that have always existed became more defined. The physical openness of the school creates a situation where structure and discipline are always a high priority. The large number of students in the intermediate grades also reduces the amount of flexibility we have been able to offer our students. The teaching areas were designed for seventy-five students. During this past year in grades 4-5-6, we have had more than 94 students in each loft. Sheer numbers have handicapped the staff in providing the variety of instructional settings we would like to offer.

The enrollment trend in the Bancroft area is on a decline and by September, 1977, each loft will be at 80 or less students. If this trend holds constant, we believe our ability to provide the proper learning environment will increase accordingly. However, I should point out that we have not been hampered in our effort to raise achievement test scores as the results of this year's tests indicate. In almost every sub-test, there was improvement over the previous school year. The greatest increases came in grades where adult/pupil ratios were the lowest.

This year we implemented the Chapter 766 law for pupils with special needs. The law formalized the process that has existed in Andover for many years. Greater definition was given to the special programs offered our students. A resource room was established for students having academic difficulty in reading and/or math. Students assigned to the resource room were instructed in very small groups or individually for 30-45 minutes four times per week. These students showed significant gains in their achievement tests and returned to the normal reading and math programs better able to handle the work of their peers. Continued emphasis has been placed on the internal assessment of our basic programs. Program refinements have made for better teacher utilization of materials and more alternative instructional materials for introduction or refinement of skills.

The math lab was completed under the direction of William Spencer, fifth loft teacher. This enabled students to interact with a variety of materials for reinforcement or to supplement and extend a learned skill or concept. Intermediate grade students made many games and materials for other students to use in the lab. This addition to the math program, as well as the alternative materials, made it possible to meet the needs of many more students in the area of mathematics.

One area that received little notice or publicity is the library skills - media program. I am continually impressed by the knowledge of library skills and research ability of students as they interact with Mary Ellen Smith, media specialist, and the excellent Bancroft Resource Center. The program, as well as the facility, more than adequately prepares our students with skills that will be useful to them throughout their lives.

I believe this year has seen the continued growth of parent/staff communication that is so necessary in the development of each individual student. Honest, open communication between the home and the school is more the norm than the exception at Bancroft. I can only hope that this will continue in the years to come. Our goal will always be to give each student the best possible education we can, based on our ability to diagnose, prescribe and evaluate. We will continue to do our utmost to share these goals and perceptions with the Bancroft parents and community.

WILLIAM A. DOHERTY SCHOOL

Lois Haslam, *Principal*

One early highlight during the school year at Doherty for 1974-75 began in September with the implementation of Chapter 766, the comprehensive special education law.

In addition, the extensive in-service work completed by the faculty during the prior spring reaped important educational results in September. Each student received a careful diagnosis with regard to his/her learning style and was prescribed an appropriate instructional alternative to match this style. Continuous assessment of each student's progress took place throughout the remainder of the school year.

The Math Lab was extended to assist students in becoming more familiar with the metric system and provided an increased emphasis on computation and problem solving skills.

In a parallel to the classroom life and physical science program, SCIS, students in grade five, accompanied by faculty, experienced an outdoor environmental education week at Spruce Mountain, Maine.

A major highlight was the production of the Yellow Pages of Andover, a service project for the community that involved all students in Doherty from kindergarten through grade six. Through this project students were able to put all of their communications skills -- interviewing, planning, writing, listening, illustrating and editing, into practice in the most realistic setting available -- the workday world.

The climax of the year was Bicentennial Day. Carefully scaled replicas of Andover's historical sites were completed and displayed in the foyer. Costumed students and faculty joined in an Open House that began with a special flag raising featuring a student designed flag. Bicentennial activities continued throughout the day at all grade levels.

HENRY C. SANBORN SCHOOL

Joseph M. Normandy Jr., *Principal*

During the past year the faculty of the Sanborn School has strived to achieve their goals in the areas of curriculum, budget, community relations, building and grounds.

External and internal testing indicates that we are making progress toward the policies as described by the School Committee in the area of achievement. We have expanded our allocation of time and our materials to improve our spelling scores. We will continue to achieve all goals in Reading and Mathematics.

Art, Music, Physical Education, and Library have well defined goals and with the exception of Art, have internal tests which identify both growth and problem areas.

We have been very successful in achieving our budget goals. This is most noticeable in the areas of heat and light. These expense items have been examined quite carefully and by adopting simple energy saving practices, we have been able to reduce costs without discomfort.

The Sanborn P.T.A. is an important and active part of our school community. We have an excellent working relationship that serves both the school and the parents. This is not to say that better communication cannot exist. We, as a school, must develop a closer articulation between the sixth grade and seventh grade at the West Junior High School. The faculty and parents of the Sanborn School believe that one way to improve communication and community relations would be the revision of the present report card.

In the area of building and grounds we expended funds for repair or renovation of the library, gymnasium, math lab, and improved entrance facilities.

The library in the Sanborn School received a much needed redecorating. New book shelving, magazine racks, drapes and carpeting not only brightened the room and made it more attractive and quiet, but gave us more display area and provided the school with a library that is a more functional room. These major renovations are the first done to the building in fourteen years.

The gymnasium floor had to be sanded to remove a very dangerous floor condition that has existed for some time. Advice from many different sources was sought and many different techniques and products have been used in an attempt to solve this problem. We had tried to avoid sanding, as you know a gym floor can be sanded only three times and then must be replaced and we would prefer to postpone that expense. However, it became obvious that sanding was the only solution. This was accomplished during the summer and with only a slight delay the gym floor was ready for use when needed after the opening of school in September.

The math lab was carpeted during the Christmas holidays. The quieting effect on both the math and language labs has allowed much greater flexibility in the use of the room.

Extensive hot topping was done in the driveway and front walk areas of the building during the fall months. The rapidly deteriorating driveway was beginning to present a hazardous situation to all who used it. The front walk was badly cracked and presented a great risk especially during evening hours.

I would like to call your attention to the Lesley College program if I may. This very successful cooperative program is one of the few bargains left in these times of inflation. I would encourage the Administration and the School Committee to continue this financially sound, educationally rewarding relationship.

The student population trend of the Sanborn School has remained rather constant for the past three years, despite the fact that for the past three years our outgoing sixth grades have exceeded our incoming kindergarten classes.

This trend can be readily understood, however, when one looks at the large number of transfer students. We must remember that the potential for population expansion lies, to a large degree, within the boundaries of the Sanborn School. I see no immediate significant decrease in our school population.

In closing this report may I add that in this tight budget, poor economy era, we must constantly be aware that inflation continues to handicap our purchasing power, just as it does in any homeowner's budget. Our present "hold-the-line" budget has reached the point where we must seriously consider cutbacks in services offered to the community. I firmly believe that, as one who has served this community proudly for the past twenty-five years, the Town of Andover must re-examine its priorities before we slip into mediocrity.

SHAWSHEEN ELEMENTARY SCHOOL

Isabelle Dobbie, *Principal*

The philosophy of the staff of the Shawsheen School is to develop a quality educational program which is flexible, adaptable, and geared to meeting the needs of each child intellectually, physiologically, socially, physically, and emotionally.

We are committed to striving for achievement of the Goals of the Andover School System and participating in the development of a school climate which promotes learning, fosters creativity, and establishes respect for all individuals.

With this philosophy as a basis for our educational program, the Shawsheen School was organized as an Individually Guided Education school as follows:

PRINCIPAL

INSTRUCTIONAL IMPROVEMENT COMMITTEE (IIC)

<u>UNIT K</u>	<u>UNIT A</u>	<u>UNIT B</u>	<u>UNIT C</u>
1 Unit Leader	1 Unit Leader	1 Unit Leader	1 Unit Leader
1.5 Teacher	4 Teachers	4 Teachers	4 Teachers
46 Children	100 Children	110 Children	115 Children
4-5 year olds	5-6-7 year olds	7-8-9 year olds	10-11-12 year olds
	1 T. Aide	1 T. Aide	1 T. Aide

SPECIALISTS UNIT

1 Unit Leader
1 Ph. Ed. Teacher
1 Librarian
3/5 Art Teacher
3/5 Music Teacher
3/5 Guidance Couns.

When the school follows this type of organization of linked work groups it is possible to achieve an atmosphere where decisions are made in the best interests of the children who are the learners.

The curriculum of the Shawsheen School includes Reading, Language, Mathematics, Science, Social Studies, Physical Education, Music, Library, and Art.

One of the highlights of our school year was our Bicentennial Celebration which included...

- ...Parents' open house.
- ...Outdoor flag raising and presentation of Bicentennial flag.
- ...Poster contest and Bicentennial Diorama.
- ...Costume day with awards for the best costumes of the 1775 period.
- ...Re-enactment of the Battle of Lexington and Concord.
- ...Craft day with exhibitions of sheep-shearing, wool spinning, quilting, ice cream making, weaving, and candle making.

SOUTH ELEMENTARY SCHOOL

John Woodward, *Principal*

During this school year, there were two significant changes in the Language Arts Program. The first was the implementation of the newly developed system-wide spelling program; the second was the implementation in the spring of the Economy Reading Program. The latter replaced the Sullivan Reading Series which had been used to teach reading at South since 1971.

In the area of math, there was continued emphasis on finding an appropriate balance between the teaching of concepts and the development of computation mastery. An In-Service Committee of South staff set up a Math Lab on the stage when this space was available during the day. Rollable math storage cabinets were built, and very moveable furniture (cube chairs) and carpet blocks were acquired. A Title III grant funded most of the Math Lab materials.

Also during this year, much attention was given to providing the most appropriate degree of teacher assistance and direction (high-average-low) for each child. The State Special Education Law 766 was implemented. A Child Support Team, (C.S.T.) made up of teacher specialists and the classroom teacher closest to the child under referral, was established in the School. After review by the C.S.T., certain children were referred to the Core Evaluation Team.

In the Spring the staff reviewed the school-wide organization; and after careful study decided on a slightly revised team and grade school structure for 1975-76.

In April, the 6th grade went to the Spruce Mountain Environmental Center in Bethel, Maine for a week of outdoor education. Students presented the delightful musical "You're a Good Man Charlie Brown" in May. This was closely followed by an entire week of activities in recognition of the Bicentennial. Life of the colonial period was recreated through art, song, dance, and stage. Children made murals and hornbooks, and dressed up and role played life as it was in the kitchen, at school, and at work during the colonial days.

Several modifications of the building were made during the summer of 1974. The Library Media Center was enlarged, completely renovated, and refurbished. Four storage closets were converted to small instructional spaces, and a large storage room was built off the rear of the school. Finally, half of the then existing health room was made into two additional spaces for the Speech and Hearing and Counseling specialists.

Fun Fair money was used for the purchase and installation of new playground equipment, and several parents and twenty children from the 4th, 5th, and 6th grades assisted in painting the Kindergarten fence as well as games for the primary children in their play area.

The Parent Advisory Council met monthly. Agendas included presentations and discussion of: the new Spelling and Economy Reading Program; standardized test results; the space needs of the school; the Special Education Law 766; outdoor education; instructional grouping policies and practices. Round table discussions of parental concerns were held.

Students published three editions of the school newspaper, the South School News, during the year.

WEST ELEMENTARY SCHOOL

A. Eugene Frulla, *Principal*

The West School presently houses 842 pupils in grades kindergarten through six, including six sections of children with special needs. There is very little available space for small group or special activities. However, the classroom space is adequate. The 1951 section of the building, the original West School, should be evaluated during the next year with plans drawn up for modernization of the area.

During the past year a new fire alarm system has been added to the older wing of the building and a burglar-vandal alarm system has been added to the entire facility. The security of the building has been improved as a result of these additions and the monitoring of the alarms by the Andover Police Department.

The educational processes which take place within the school are exciting. The vast majority of the children of West Andover come to the West Elementary School eager to learn from teachers who are eager to teach. Many parents have participated in school activities and their children's learning experiences. It is a pleasure to work with parents who seek solutions to problems or betterment of a situation through proper channels of communication.

The materials used within the school for basic instruction are all system materials. There are supplementary materials available and used at all grade levels for groups and individuals desiring to teach special objectives. Many of these materials are teacher-developed and very effective. Some materials are commercially developed.

Any teaching device or material is good only when the communication between the teacher and student takes place at the proper time and in the proper setting.

An interesting phenomena takes place each year in the West School district. Although the population of the school has remained nearly constant there is a continuous "turnover" of children. This academic year there have been 82 children who have transferred into the West School. There has been growth at the intermediate grade levels with some classes now approaching 30 children again.

At the present time our major emphasis is a planning of the academic year 1976-77. The West Elementary School will house the Traditional Alternative and should present to parents and children a range of possibilities consistent with the learning style of the child in Andover. Parents, teachers, and administrators have been involved with the development of this program to insure readiness for the September opening.

REPORT OF THE MEDIA CENTERS

Annetta R. Freedman, *Program Advisor*

The school media program occupies a unique position in helping students achieve satisfying experiences in reading, listening, and viewing and to advance in the use of these literacies. The use and production of media provide substantial means for satisfying and expressing the personal needs and desires of students and enhancing their leisure activities.

Reading competencies and growth in visual and aural literacies are essential in achieving these goals, and the media staff works with learners both independently and with teachers in helping to realize these competencies.

The school media program recognizes the need for helping learners acquire and maintain skills in researching, choosing, and using all forms of media. Media skills are the means of achieving learning goals, to be applied and practiced in authentic learning experiences. Such skills are cumulative, and, as students progress, every media program shares the responsibility to develop and extend them.

The students and teachers in all schools have a wide selection of materials available -- books, magazines, newspapers, films, filmstrips, filmloops, slides, records, cassettes, videotapes, pictures, and games. A variety of equipment is available.

To make the most efficient use of the non-print materials, cataloging of this form of media is in all media centers and a system of inter-school borrowing is available. This gives the school system a wider variety of materials without having to purchase duplicate sets.

Since my last report, media centers in two schools have been renovated. In the fall of '74, the South School students returned to a larger, modernly-equipped media center which is now one of the busiest sections of the school.

The Sanborn School media center was renovated this past summer. The students and teachers now have a much brighter, more convenient area in which to work. It is a center of activity at all times.

The two junior high school have the materials which are needed but the facilities are entirely too small for the number of pupils in the school. If an entire class comes to work in the media center, there is no space for other individuals or small groups. In planning for additional space for the secondary school population, attention should be given to enlarging the media centers.

The summer loan program in the elementary schools was extremely successful. With parental permission, any student can borrow up to ten books for the summer. During the last week of school, students were busy making their selections which resulted in 7,643 books being borrowed. All books were returned during the first week in September.

At the high school, added to our collection have been some excellent multi-media programs--slide-tapes, animated films, videotapes, filmstrips--produced by students. These projects have been co-ordinated with their class work.

Media Programs can only be evaluated on the basis of use. The ultimate test of accountability is visible evidence of media utilization. This can be seen at any time in the Andover School Media Centers.

A REPORT OF THE PHYSICAL EDUCATION AND ATHLETIC DEPARTMENT

Richard L. Swift, *Program Advisor*

The Physical Education Program continues to serve the Andover student in a variety of ways.

Emphasis upon the fitness of the Andover student is beginning to show a significant improvement in the general overall fitness development. The average Andover student is ten percentile points higher than the National Average.

The individual tests indicate that endurance, upper body strength and agility are very high while speed and throwing need greater emphasis.

At the same time, some 380 students were receiving extra services in Adaptive Physical Education for below National Average in fitness and coordination.

Fourth Grade Swim Program - 187 fourth grade children became water-safe in 1975.

Special Swim Program - Sixty three children participated in the Special Swim Program.

Intramurals - In 1975, 1600 students participated in the Intramural program grades 4-12. There were 35 different activities offered.

Athletics - Thirteen hundred and thirty boys and girls participated in 43 sports activities. The highlight of the 1975 year was the Football Team winning the Division II State Championship. Other championships were won by the Spring Track and Tennis teams.

A REPORT OF THE MUSIC DEPARTMENT

Edward P. Grigoli, *Program Advisor*

A strong emphasis on the structure of music is evident throughout the elementary level K-6. It is my belief that a real understanding of music (including music reading) can be accomplished through many approaches. The child must be presented with depth studies of basic concepts and stylistic characteristics of many composers and eras in music.

The basic elements of rhythm, melody, harmony and form are referred to consistently throughout the teaching process. Above all the music department is mainly concerned with the musical growth and involvement of every child. Perceptive listening and understanding the art of music is therefore given a proper share of importance along with the development of music reading skills.

In addition to the required program in grades 7 and 8, vocal opportunities are provided through boys' and girls' glee clubs, mixed choruses, various folk singing groups, and other vocal ensembles. All students have the opportunity to participate in these groups.

Opportunities to participate in band, orchestra, and small ensembles are provided to give performance experience to instrumentalists. These programs should be available to students of all grade levels.

The purpose of music education in the high school is to develop in all students an awareness of music as an art. Musical understanding and skills, a knowledge of music literature, and increasing ability to discriminate.

The high school program, therefore, must be built on the musical skills, conceptual understanding, and notational abilities developed in earlier grades to help the students to deepen their awareness of musical expression, form, and style.

Thus, the following opportunities should be provided for all students:

1. Develop and apply elementary and junior high school musical experience and learning to a deeper understanding of music and the related arts.
2. Become acquainted with contemporary means of musical expression and aware of experimental trends and multi-media forms with opportunities for individual experimentation.
3. Continue development in instrumental and vocal performance with additional opportunities for individual experiences through solo and small ensemble participation.
4. Study music theory and apply learning to creative expression in composition.

A REPORT OF THE READING DEPARTMENT

Theresa G. Murphy, *Program Advisor*

Andover's Individualized Reading Program (AIRS) has recently been selected by the Right to Read Office of the U.S. Department of Health, Education and Welfare as one of twelve outstanding validated reading programs in the United States.

Of over 2,400 reading programs originally nominated, 1,400 met the standards for evaluation. Andover's was one of twelve meeting the final validation requirements of the American Institutes for Research and the approval of the Dissemination Review Panel within the Office of Education. Of the twelve award winners, Andover's was the only comprehensive elementary reading program.

The program (AIRS) which was developed by elementary reading specialists, Mrs. Theresa G. Murphy, Ms. Nancy Smith, Ms. Jane Markiewicz, Ms. Esther Campbell, and Ms. Sheila LaMontagne, was introduced to all Andover elementary school children in 1972. Its name reflects the emphasis on individualizing all phases of reading instruction so that each student can master basic reading skills at his/her own pace, and to ensure that no student receives instruction in areas he/she does not need.

The program is also designed to give students at all achievement levels an opportunity to read books of their own choice and to study literature.

The curriculum includes the following three components: the Andover Individualized Reading System (AIRS) which provides K-6 skills instruction, based on results of individual pretests; Individualized Reading which occupies an increasing share of a student's time as he/she moves beyond the beginning reading level; and Free Reading which provides time during school for a child to read books he/she has chosen from a library.

The program places emphasis on phonetics, structural analysis, word meaning and comprehension. Students spend ten hours a week on language arts. They work independently whenever possible, with group or individual lessons conducted by the teacher when necessary, particularly in the beginning reading stage.

A major goal of the program is to foster an enjoyment of all types of literature, thereby building the basis for reading as a lifelong pursuit.

A recent article in the CHRISTIAN SCIENCE MONITOR quoted Dr. Helen Popp of the Harvard Graduate School of Education regarding Andover's Reading program:

"The Andover reading system is all the things you would want a reading program to be - zeroing in on individual problem areas while not losing sight of reading as a pleasurable experience."

A REPORT OF THE SPECIAL NEEDS PROGRAMS

Pamela Kvilekval, *Pupil Personnel Administrator*

SERVICES

Over 1000 children receive services provided by the Special Needs staff. These services include speech therapy, tutoring for specific math or specific language disabilities, adaptive physical education, guidance services and self-contained classes for pupils with physical, cognitive or emotional special needs. In addition, there is a special preschool program for children with special needs ages 3 and 4 or for those pupils who are 5 and need a prekindergarten program.

EVALUATION

Andover pupils who are referred for a full core evaluation receive a comprehensive evaluation which includes:

- psychological
- sociological
- medical
- educational

The parents are a very important component of the diagnostic team and their participation is encouraged to the fullest extent.

Following the evaluation, the educational plan is developed which describes the educational services to be provided by the school and the parent participation that is desired both in maintaining communication with the school or in reinforcing desired behavior or activities at home. Quarterly reports to the parents of children in special needs programs take place during the regular reporting periods but a re-evaluation and determination of future services needed takes place annually.

During the school year 1974-1975 563 children received full core evaluations.

NEW PROGRAMS

Two programs new to the Andover Schools were initiated in September 1974, the class for Physically Handicapped pupils and the preschool program. Both of these have been at the West Elementary School.

COLLABORATIVE CLASSES

Several Special Needs pupils from North Andover, Lawrence and Methuen come to the classes in Andover. Several Andover pupils with special needs go to classes in North Andover, Methuen and Lawrence for specific programs not presently provided in Andover.

FEDERAL FUNDS

This year we received Federal grants for two programs:

Title III	\$36,500
Title VI	19,500

These grants enabled us to provide two resource teachers and two instructional aides in both junior high schools and specific math disability tutors in three elementary schools. Proposals for these grants were conceived and written by Andover staff on weekends and holidays in order to provide additional needed services for our Andover pupils.

REIMBURSEMENTS

All Special Needs services are mandated by the Commonwealth of Massachusetts and as such are entitled to full reimbursement for the costs of the programs up to 100% of the state-wide average from the cost of each Special Education Program. Andover has consistently provided cost-effective programs that have entitled us to substantial reimbursements.

Andover Special Needs programs have gained a reputation for excellence. This has been earned through the efforts of all Andover teachers and principals as well as the Special Needs staff who work conscientiously with the pupils and their parents to foster the growth of all of our children.

A REPORT OF THE SCHOOL LUNCH PROGRAM

Richard F. Barron, *Cafeteria Director*

The Andover school lunch program is operated by a director, secretary, and sixty seven employees including managers, bakers and helpers. Each of these employees are professional people of the highest caliber, having a well rounded background in food preparation and serving.

Teen-age nutrition and eating habits are constantly requiring new innovations and ideas. Today's school pupils, partaking of a typical Type A lunch are a captive clientele. Unless the meal is to their liking, the general attitude is that if it isn't served at home it doesn't have to be eaten in school. Our school lunch department tries to vary our meals and introduce new items and ideas hoping to achieve an appreciation on the part of all pupils for the nutritional value of food served to them daily.

Recent studies have revealed significant improvements when pupils start eating a nutritious lunch under the National School Lunch Program. They are able to do better school work, get better grades, participate in more sports and enjoy more school activities. These pupils will attend school regularly, gain weight and show signs of better health.

No school lunch program can be a total success without the support of people. If you have children in school, get to know what your school cafeteria has to offer. Visit the cafeteria, know the people who work there and understand the value of such a program.

In addition to student lunches our Food Service Department feeds approximately 50 Senior Citizens nutritious lunches daily. Many elderly residents in town do not receive proper nutrition, and in some cases an insufficient amount of food. Our luncheon program for Senior Citizens has proved to be beneficial for many who do partake of the full course meal. Unfortunately many of those who need the meal are unable to get there because of a lack of transportation. There is much that could and should be done to improve this situation for these people.

Our food Service Department also caters many luncheons and dinners throughout the year for different school and town associated organizations.

As a Cafeteria Director I sense a challenge, a very real challenge in serving well accepted food. I sense the need of the student, who, though he may brag about his wants, yearns for someone to tell him: "Why don't you try some of this?" I sense the need of the new student, especially, to accept the comfort of discipline, though he may rebel against it. I feel the student's need for respect - respect in all its senses - for food, authority, and physical surroundings that are his home away from home.

A REPORT OF THE SCHOOL SAFETY AND ATTENDANCE OFFICER

Joseph M. Hastings, III

My present duties as the Safety and Attendance Officer for the School Department have been rather recent. My most immediate observation is that I am very pleased with the efforts made by the School Department in matters relating to bicycle, pedestrian and school bus safety. Continuing these safety programs on an ongoing basis throughout the year in every school is my main objective.

Since most children in the town are transported to school each day, I am interested that these children are made aware of the importance of bus safety and proper behavior on the school bus. Recent legislation requires instruction at least twice each year on school bus safety and behavior, and I will ensure that this law is adequately implemented. Along with these considerations, I eventually hope that the existing sidewalk network in the town will be further developed for those students walking to school. This sidewalk extension program might also aid in reducing some bus stops which might allow more time for some school buses to make additional trips. The expenditures for these sidewalks versus the long term transportation should be compared and evaluated as the cost of fuel and buses increases.

Among these duties is the ever present truancy problems in the town. Today the term "Children in need of services" has replaced the word truant. These services require that I work very closely with the Core Evaluation Team of the School Department. As these students are identified, the CET develops the appropriate program to cope with the individual difficulties and I will follow-up on the student's attendance. The help that is constantly available to these students is an investment in developing productive citizens of the future.

